

<p style="text-align: center;"><b>Health Education Grade 1 Objectives and Content</b></p>
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### **National Standards**

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce risks
- Advocate for personal, family, and community health.

### **Unit I: Social and Emotional Health**

**MSC Standard:** Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

**Objectives-** The student will be able to:

- a. Identify behaviors that encourage the development of friendships
  - Sharing
  - Using kind words
  - Smiling
- b. Identify behaviors that discourage the development of friendships
  - Hitting
  - Tattling
  - Teasing and bullying
- c. Describe ways to communicate with friends and family
  - Eye contact
  - Tone of voice
- d. Distinguish between tattling and telling
  - Tattling is telling in an attempt to get someone in trouble
  - Telling is an attempt to prevent an unsafe situation
- e. Identify healthy ways of expressing feelings
  - Define and describe different feelings
  - Happy, upset, calm, and surprised
- f. Identify and describe characteristics of a good decision
  - The decision is: safe, legal, respectful of others' rights, and would be approved by parents
- g. Identify what is special about families
  - List family members
  - Special traits of each family member
  - Differences in family structure and customs

Enrichment/Optional

- h. *Show care, consideration, and respect for self and others*
  - *People of different cultures*
  - *People with disabilities*
- i. *Choose nonviolent strategies to resolve conflicts*
- j. *Identify adults who can help solve problems.*

**IMPORTANT NOTE:** The term “family” may mean different things to different people. The families in which our students live are varied and diverse. Therefore, the HCPSS has chosen NOT to define “family” but to encourage students to have a discussion at home about how *their* families define “family.”

**Unit II: Safety, First Aid, and Injury Prevention**

**MSC Standard:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

**Objectives-** The student will be able to:

- a. Practice basic safety rules to be used in the home
  - Kitchen safety
  - Harmful products
  - 911 for emergencies
  - Gun safety
  - Safety around pets and other animals
- b. Describe how to respond appropriately to emergency situations
  - Minor injuries (cuts, scrapes, splinters, etc.)
  - Choking
  - Calling 911
  - Storms
  - Floods
- c. Practice basic safety rules to be used in the community
  - Crossing the street safely
  - Wearing seatbelt in car
  - School Bus Safety
- d. Give examples of confusing and uncomfortable feelings
- e. Identify the three types of touches: okay, not okay, and confusing
- f. Use the “No, Go, Tell, Keep Telling” strategy for personal body safety
- g. Identify adults who can help in an abusive situation.

Enrichment/Optional

- h. *Identify appropriate and safe uses of medicines*
  - *What medicines are and who can give medicines*
- i. *Identify strategies for emergency preparedness*
  - *Family Plan*
  - *Supplies – food and water, medicines, batteries, flashlight, etc.*

### Unit III: Nutrition and Fitness

**MSC Standard:** Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

**Objectives-** The student will be able to:

- a. Demonstrate the relationship between foods and the senses
  - How senses affect food choices
- b. Categorize examples of foods as they fit into **My Plate**
  - Location of food groups on **My Plate**
- c. Identify healthy eating habits, to include five fruits and vegetables every day, and explain how they benefit the body
  - Prevent illness
  - Maintain strong bones, muscles, and teeth

Enrichment/Optional

- d. *Identify components of a healthy lifestyle*
  - *Eating properly*
  - *Exercising regularly*
  - *Getting adequate rest and sleep*
- e. *Identify common food allergies and risks associated with them*
  - *Nuts, milk, shellfish, eggs, wheat*
  - *Sharing foods*
- f. *Explain how plants and animals provide food*
  - *Plant Sequence: seeds, growth, harvest, process/packaging, consumer*
  - *Animals provide: meat, fish, poultry, dairy, eggs.*

### Unit IV: Disease Prevention and Control

**MSC Standard:** Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

**Objectives-** The student will be able to:

- a. Practice healthy personal hygiene habits
  - How and when to wash hands
  - Using tissues
  - Covering mouth and nose when coughing or sneezing
  - Not sharing food and drink items
  - Washing hair regularly
  - Bathing or showering regularly
  - Wearing clean clothes every day
  - Brushing teeth at least twice daily
- b. Describe ways germs can enter the body
  - Define germs.
  - List sources of germs
  - Explain the role of hygiene in preventing the spread of germs
- c. Identify community health services and health care professionals and their roles
  - School nurse
  - Hospital, emergency room
  - Clinic
  - Doctor
  - Nurse
  - Dentist

- Pharmacist
- Paramedic
- d. Identify health issues created by pollution.
  - Identify three types of pollution (air, water, waste)
  - Effects on the body and health
  - Consequences and prevention of littering.